

SUMMIT DRIVE ELEMENTARY

424 Summit Drive
Greenville, SC 29609

GRADES K-5 Elementary School

ENROLLMENT 279 Students

PRINCIPAL Sandra Welch 864-241-3262

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	60	28	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	No

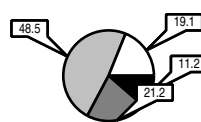
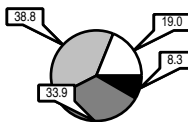
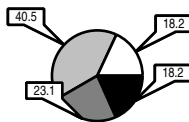
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	131	99.2	19.0	38.8	33.9	8.3	48.8	Yes	Yes
Gender									
Male	73	98.6	21.7	44.9	30.4	2.9	39.1		
Female	58	100.0	15.4	30.8	38.5	15.4	61.5		
Racial/Ethnic Group									
White	69	100.0	6.1	28.8	50.0	15.2	74.2	Yes	Yes
African-American	52	98.1	37.8	48.9	13.3	0.0	13.3	No	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	102	99.0	11.6	37.9	40.0	10.5	57.9		
Disabled	29	100.0	46.2	42.3	11.5	0.0	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	131	99.2	19.0	38.8	33.9	8.3	48.8		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	125	99.2	19.1	38.3	33.9	8.7	48.7		
Socio-Economic Status									
Subsidized meals	70	100.0	30.2	47.6	22.2	0.0	28.6	Yes	Yes
Full-pay meals	61	98.4	6.9	29.3	46.6	17.2	70.7		

Mathematics - State Performance Objective = 15.5%									
All Students	131	99.2	18.2	40.5	23.1	18.2	57.9	Yes	Yes
Gender									
Male	73	98.6	21.7	42.0	17.4	18.8	52.2		
Female	58	100.0	13.5	38.5	30.8	17.3	65.4		
Racial/Ethnic Group									
White	69	100.0	6.1	28.8	33.3	31.8	80.3	Yes	Yes
African-American	52	98.1	37.8	51.1	8.9	2.2	24.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	102	99.0	8.4	40.0	28.4	23.2	69.5		
Disabled	29	100.0	53.8	42.3	3.8	0.0	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	131	99.2	18.2	40.5	23.1	18.2	57.9		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	125	99.2	18.3	39.1	23.5	19.1	58.3		
Socio-Economic Status									
Subsidized meals	70	100.0	27.0	52.4	14.3	6.3	36.5	Yes	Yes
Full-pay meals	61	98.4	8.6	27.6	32.8	31.0	81.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	53	100.0	21.3	42.6	34.0	2.1	36.2
	Grade 4	44	100.0	20.5	43.6	35.9	N/A	35.9
	Grade 5	42	100.0	43.2	48.6	5.4	2.7	8.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	40	100.0	12.8	25.6	43.6	17.9	61.5
	Grade 4	49	98.0	23.9	39.1	32.6	4.3	37.0
	Grade 5	42	100.0	18.9	54.1	24.3	2.7	27.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	53	100.0	14.9	42.6	23.4	19.1	42.6
	Grade 4	44	100.0	23.1	48.7	20.5	7.7	28.2
	Grade 5	42	100.0	32.4	51.4	5.4	10.8	16.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	40	100.0	7.7	41.0	30.8	20.5	51.3
	Grade 4	49	98.0	28.3	43.5	10.9	17.4	28.3
	Grade 5	42	100.0	18.9	35.1	29.7	16.2	45.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 279)				
First graders who attended full-day kindergarten	98.1%	N/C	100.0%	100.0%
Retention rate	4.0%	Down from 4.6%	3.0%	2.7%
Attendance rate	97.0%	Up from 96.4%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.2%		4.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%		3.3%	3.5%
Eligible for gifted and talented	24.2%	Up from 23.4%	15.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.0%	Up from 8.6%	9.2%	8.2%
Older than usual for grade	0.4%	Down from 0.7%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 5.5%	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	45.5%	Down from 51.9%	52.0%	51.4%
Continuing contract teachers	90.9%	Up from 81.5%	90.4%	87.5%
Highly qualified teachers**	100.0%	N/A	94.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	85.0%	Down from 88.6%	88.0%	86.7%
Teacher attendance rate	95.7%	Down from 98.7%	95.0%	94.9%
Average teacher salary	\$41,994	Up 6.2%	\$40,908	\$40,760
Prof. development days/teacher	9.9 days	Down from 13.0 days	11.9 days	12.4 days

School				
Principal's years at school	1.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 16.2 to 1	19.0 to 1	18.9 to 1
Prime instructional time	91.8%	Down from 94.4%	90.2%	90.0%
Dollars spent per pupil*	\$7,259	Up 13.6%	\$5,867	\$6,044
Percent of expenditures for teacher salaries*	61.7%	Down from 63.4%	65.6%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.1%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Summit Drive is a neighborhood school in a family-oriented community in the city of Greenville. The school was established in 1953 and has served students for over 50 years. In 2001, students and staff moved into a new building that was built directly behind the old facility. In the spring of 2004, Summit Drive was named a South Carolina Red Carpet School for its customer service and family-friendly environment.

The belief at Summit Drive is that "every student is a star." Parents and teachers work together to keep this belief as the central area of concentration for all school endeavors.

A focus on academics through raising student achievement and strengthening the school's instructional program is the school's major goal. In recent years, the additions of a four-year-old kindergarten program, an after-school tutorial program, an excellent science lab, and an instructional coach have strengthened the academic program. In addition, seven teachers have received National Board Certification. The Baldrige Model for Continuous Improvement will be implemented during the 2004-05 school year. This program will focus both students and faculty on data driven decision making for the improvement of student achievement.

In summary, it is the people, and the relationships between the staff, students, and parents that communicate the most about this school. The feelings of trust, safety, caring, warm smiles, and laughter are abundant and set the stage for expecting the best from everyone. Student achievement is the goal. High standards of teaching and learning are the norm.

Sandra Welch, Principal
Lou Ellen Davis, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	36	22
Percent satisfied with learning environment	100.0%	91.7%	86.4%
Percent satisfied with social and physical environment	100.0%	91.7%	100.0%
Percent satisfied with home-school relations	100.0%	94.4%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.